



2022

ANNUAL SCHOOL REPORT



St Kevin's Catholic Primary School

57-59 Oaks Avenue, DEE WHY 2099

Principal: Mrs Lorraine Vincent

Web: www.skdydbb.catholic.edu.au

About this report

St Kevin's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, school improvement and community satisfaction. Throughout the 2022 school year, parents, teachers and students have focused and contributed to the implementation of the School Improvement Plan (SIP) through a great variety of initiatives which are outlined in this report.

The *Towards 2025* strategy utilises five system wide goals that are constantly shared to all Broken Bay staff. The goals provide a clear vision of providing authentic, professional Catholic education delivered with care and compassion. The goals are ongoing and provide our school with a good direction for our 2023 school improvement plans.

Parent Body Message

St Kevin's is a small, united community that enlists the assistance of our parents, carers and friends throughout the year. It is through our school initiatives that we all create our place at St Kevin's.

P&F stands for Parents and Friends and is a parent leadership team that supports and guides our community, specifically the parents and friends to find their sense of belonging in the St Kevin's family. In 2022 we have provided ways to connect and socialise with your children and their friends in a sociable family environment and watch them learn and grow alongside others who have chosen to be a part of this community too.

The school principal is crucial in the partnership between parents and school and we acknowledge the efforts of the principal to provide effective ways for parents to be involved in the life of the school. This year, parent education sessions focused on the teaching of Mathematics from Kindergarten to Year 6. The practical sessions were delivered via a video link ensuring access for all. The sessions were well received by the parent community.

Student Body Message

The students at St Kevin's value the school leadership program in place and recognise the fact that all Year 5 and Year 6 students are presented as leaders. All senior students are given the responsibility of being a buddy to Kindergarten students providing a good role model where welcoming and nurturing our younger students become the priority.

Students are given the opportunity to apply for various leadership positions and are presented with leadership badges at a leadership liturgy at the start of the school year. Students noted the worth of the leadership day held every year as a time to bond with each other, and to develop friendships and trust. School leadership at our school is seen as a privilege and the students fulfil their obligations with a sense of pride, responsibility and dignity.

In 2022, the student leadership program was reviewed to include the roles of School captain and Vice Captain. Year 5 students were invited to present a speech to the student body and students from Year 2 to Year 5 were eligible to vote. The students were excited with this leadership challenge.

School Features

St Kevin's Catholic School, Dee Why is a coeducational primary school for children from Kindergarten to Year 6. The school is centrally located in the Dee Why shopping district. A significant percentage of our school population boasts English as their second language which is an accurate reflection of the wider Dee Why community. It is also an attribute which makes our school unique on the northern beaches of Sydney. Our school motto, United in Love gives inspiration for all we do at St Kevin's and our caring, supportive approach to students' development is both welcomed and appreciated by the school community.

St Kevin's School was established by the Goulburn Sisters of Mercy in 1925. The Good Samaritan sisters replaced them in 1935 and remained till the 1970s. From the 1970s until the present time, the school has been managed by lay staff but has retained and maintained close ties to the St Kevin's church and the Scalabrinian priests who administer the Parish of Warringah. The feast day of St Kevin is celebrated on 3 June and it is a day of whole school celebration which included a whole school liturgy.

A strong link has been established with Mater Maria Catholic College Warriewood and St Paul's Catholic College Manly as our two main Catholic feeder schools. Our school supports and attends both the Mater links day and the St Paul's day for our Year 3 boys. Both these days are held early in the year and give students an opportunity to meet and work with the senior students of our Northern Beaches cluster. It is customary for the principal of St Kevin's to correspond with parents of students in Year 4 and Year 5 reminding them of enrolment procedures for our Catholic high schools.

St Kevin's is part of the Northern Beaches Learning Community and all twelve primary schools are present at all cluster sporting events and gala days. Debating and public speaking are co-curricular programs which greatly enhance our school life and provide students with opportunities to refine important life skills. St Kevin's has a strong student leadership program in which all students from Year 5 and Year 6 are involved. The program identifies the attributes of leaders and students are given time to formulate their own leadership statement for the school year. The student leadership program is valued and well supported by the school community.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
80	85	110	165

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 88.50%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
88.40	91.20	87.20	89.60	87.70	86.70	88.40

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	24
Number of full time teaching staff	8
Number of part time teaching staff	12
Number of non-teaching staff	4

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2022 the whole school focus for professional learning centred on raising individual student achievement in English and Mathematics. Strategies included weekly collaborative coaching sessions for all teachers. Early Stage 1 staff and the Religious Education Coordinator (REC) presented the new Religious Education (RE) syllabus at weekly staff meetings.

Day 1: Leading Learning: Numeracy and the effective use of MAI (Mathematical Assessment Data) to track student progress in Number.

Day 2: System Leadership: Building on the *Towards 2025* strategy with a focus on system goal setting.

Day 3: Religious Education: Exploring the Catholic Schools Broken Bay Charter

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

In 2022, guided by the school motto "United in Love" the school of St Kevin's and the Warringah Parish united together to welcome a new Parish Priest and two Assistant Priests. The newly established clergy was warmly welcomed by the school and was seen as an opportunity to reconnect with the wider faith community and introduce new school and parish initiatives to strengthen our Catholic identity.

Working alongside Catholic Schools Broken Bay's *Towards 2025* vision, the school leadership team participated in the Catholic Charter Retreat Days with Bishop Anthony and our Catholic School Broken Bay leaders. This time provided the school with a valuable opportunity to review the St Kevin's Catholic School Vision Statement and align it with the vision of Catholic Schools Broken Bay. Common themes recognised the support offered to staff, students, and their families in coming to know Christ.

The school maintained its strong connections with the Warringah Parish and celebrated the

liturgical year guided by our religious identity, student evangelisation, faith formation, worship, and social justice actions. Throughout the year, the school gathered, celebrating the feast day of our patron saint, St Kevin, Holy Week, Mother's Day, Father's Day and many more. Our school community saw the need to further develop staff and student participation in the Mass, and as a result, 2022 welcomed the introduction of student-centred Masses, where students and teachers worked closely to prepare a Mass outline centred around a common theme.

The Parish Sacramental Program was fully supported by the school Religious Education Coordinator (REC) and classroom teachers. The parental involvement and support received during this time, highlighted the important role parents play in their child's faith development.

The school staff undertook professional learning creating new modules of learning as part of the Towards 2025 Mission goal. The Early Stage 1 Religious Education curriculum students was centred around the liturgical calendar and supported student development and curiosity. The demonstration of grace, courtesy and reverence has provided the students with a strong foundation for the new Religious Education in Catholic Schools Broken Bay.

The school undertook many Social Justice initiatives lead by the (REC) and Stage 3 Mission Leaders. This generosity was warmly recognised by leading organisations including Catholic Mission, Caritas, and St Vincent de Paul. Mission Week showcased the community spirit of St Kevin's and the school was able to make a difference in the lives of others.

Stage 2 students in Year 3 and Year 4 participated in the Bishop's Christmas Card Competition. The students presented incredible artistic skills and were able to show their interpretations of the scriptures using symbols symbols and colours. One Year 4 student was awarded one of the winning designs.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

St Kevin's provides authentic, professional Catholic education, delivered with care and compassion. We have a purpose of inspiring hearts and minds to know Christ and to love learning.

The focus of our School Improvement Plan (SIP) in teaching and learning was to develop and promote a collaborative school community that supports student learning and achievement. Collaborative Coaching has been the vehicle which has provided targeted, professional learning across numeracy and literacy.

Collaborative Coaching supported a culture of continuous improvement in learning and teaching. The literacy and numeracy coaches worked collaboratively with all teachers to analyse, plan, act and review effective strategies that support student learning. The goal was to improve every student's learning through building the capacity of every teacher. Within these sessions, staff familiarised themselves with the new Kindergarten to Year 2 English and Mathematics syllabuses that will be implemented in 2023.

As a professional learning community, the staff are highly committed to improving their practice and readily engage in professional learning. Targeted and purposeful professional learning continues to engage teachers to focus on the learning needs of all students in their class. Weekly professional learning, as a staff and as individuals, allows our teachers to continue to strengthen their practice and apply new learning to increase student achievement.

All students were assessed at the beginning of the year in mathematics using the Mathematical Assessment Interview (MAI). Teachers participated in professional learning centred around analysing MAI data, planning learning tasks that cater for vulnerable students as well as extension for high performing students. The Online Progressive Achievement Tests (PAT) was administered to students in Year 1 to Year 6. This testing allowed teachers to investigate student learning and to monitor progress over time in the areas of Reading and Mathematics. This data was then used to inform teaching, support reporting to parents and inform differentiation. Teachers conducted regular class assessments that were

collaboratively analysed within numeracy and literacy coaching sessions. This led to a shared understanding of 'where to next' for each student.

Throughout 2022 the school made significant investments in technology to support our student's growth and development in all areas of their learning. In Year 4 and Year 5 classrooms high quality interactive panels were installed. The installation of these panels has meant that we now have interactive screens in all classrooms from Kindergarten to Year 6. The school invested in new staff laptops, Chromebooks, and iPads to enhance learning programs. As a school, we are committed to accelerating innovation via the effective use of technology in our classrooms. In 2022, Cybersafety and Digital Citizenship was a focus for teaching and learning across the school, particularly in the primary grades. A Cyber Safety session was organised where students in Years 4 to Year 6 were empowered to take control of their own digital safety and wellbeing through an engaging and interactive workshop. Students in Years 4 to Year 6 had the opportunity to learn the fundamentals of computer science using the coding program: Scratch.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	73%	52%	0%	12%
	Reading	57%	54%	0%	11%
	Writing	86%	50%	0%	7%
	Spelling	64%	48%	0%	15%
	Numeracy	36%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	36%	31%	9%	14%
	Reading	50%	39%	0%	11%
	Writing	41%	25%	9%	18%
	Spelling	59%	37%	5%	14%
	Numeracy	32%	25%	9%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

Pastoral care and wellbeing initiatives are undertaken to promote proud, respectful, responsible, and safe learners within the school community. The school's vision is to offer our community of learners a supportive school environment where the values of acceptance, compassion, dignity, and hope are embraced, and inclusive practices and cultural diversity is celebrated. To recognise student achievements, the school focused on a core value over the duration of a term. Students in Kindergarten to Year 6 were recognised for their efforts in demonstrating these values and received a Value Award presented by the school principal. In addition, the continual recognition of student diversity was celebrated and recognised. A whole school community gathering saw students from Year 2 to Year 6 recognised for their sporting talent, academic ability, artistic skills, and effort and application.

The school maintained its focus on promoting a safe school environment through the Positive Behaviours for Learning (PBL) model. Extra student signage was invested during the year to remind students of the school rules and this became an integral part of establishing positive learning choices at Monday morning assemblies, where the students were recognised for consistently demonstrating positive behaviours for learning by their classroom teachers.

Student leadership was recognised actively during the year, with all students in Year 5 and Year 6 being badged as a leader. Leadership roles included Sports Captains, Technology Captains, Library Leaders, Mission Leaders, SRC, and Environment Leaders. Throughout the year, the staff reviewed the importance of student leadership at St Kevin's, and it was concluded that the school saw an essential need to recognise student leaders in the role of

School and Vice Captains. This newly appointment tradition will aspire our Year 6 school leaders to instil a sense of pride and responsibility.

The Student Representative Council (SRC), which was made up of students in Kindergarten to Year 6 focused on leading wellbeing initiatives throughout the year. The termly Wellbeing Week provided the students with an opportunity to mix with the whole school community and participate in fun and games.

The staff spent valuable time working on ways to maximise student play on the playground. A split lunch was trialled and formally implemented to ensure students from K-2 and 3-6 were provided with adequate movement space. Further to this, the school held lunch clubs including Chess Club, Art Club, Health Hustle and Choir to support the students social, emotional, and creative skills.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

The main priority for St Kevin's in 2022 was to engage and develop a collaborative culture of continuous improvement focused on teaching and learning. We achieved this main priority by aligning our weekly collaborative coaching sessions in Maths and English to the Cycle of Continuous Improvement, ensuring we used and allocated resources efficiently and we set student goals which enabled quick wins and long term gains. Working collaboratively ensured all staff were given opportunities to celebrate success, learn from each other and own their teaching performance.

Our Positive Behaviour for Learning (PBL) team approach to behaviour support and management was a key improvement in 2022. The team met twice a term to analyse student management data which ensured a greater understanding of student behaviour across the school. An email script to parents was developed in order to provide a consistent message regarding inappropriate school behaviours. The team aligned teaching respectful speaking and listening with the English syllabus and reporting to whole staff on the use of PBL language was the central message on our final staff development day.

Priority Key Improvements for Next Year

In 2023 the following three annual goals will maintain our strategic direction at St Kevin's:

To engage students in a deeper understanding of scripture

To develop and promote a collaborative school community that supports student learning and achievement

To maintain a strong emphasis on students Social Emotional Learning to inspire confident learners.

Key strategies will include:

- Provide Year 1 with the resources to successfully implement the updated RE curriculum.
- Use the collaborative coaching model to strengthen teacher practice and improve student outcomes in literacy and numeracy.
- Introduce and familiarise teachers with the Year 3 to Year 6 English and Maths syllabus.

- Provide parent education sessions which model accurate definitions of PBL language.
- Use the Curriculum Planning and Assessment Guide to inform teaching direction and improve student learning outcomes.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

Parents completed a system survey, Tell Them From Me, (TTFM) in November 2022 and results indicated that they felt that the school was an inclusive, authentic place and that parents were made to feel welcome. The sense of belonging and caring is the highlight of the school. It is a cohesive community where children are valued.

Improvement to school life centred around the choice of sporting facilities and the fact the students are not always recognised for their sporting achievements. A few parents addressed the state of student leadership roles and the fact that the role of captain and vice-captain is not recognised at our school.

Student satisfaction

Students from Year 4 to Year 6 completed the system survey, Tell Them From Me, (TTFM). Students valued their time with their friends both in and out of the classroom. Teachers are readily available in the classroom and for any playground problems. Several children praised the idea of a split lunch time for different grades providing a better use of space and resources. Teachers are seen to be inclusive of all students.

Some students reported on the lack of canteen and food choices which were offered at school. A small percentage of students realised that more wellbeing time might make the transition to high school easier for some students.

Teacher satisfaction

In November, 2022, teachers completed a system survey, Tell Them From Me, (TTFM).

Teachers valued the work on creating a culture of collaboration and continuous improvement and the consistent approach when using data to inform teaching. Many teachers favourably commented on the need to provide high expectations for all students regardless of their learning needs. It is easier to provide challenging and visible goals for students when there is such a consistent approach from Kindergarten to Year 6.

Staff reflected on the inclusive nature of the school community which made the collaborative coaching process such a success. A few staff members reported that they would like to see additional time allocated to classrooms for both Learner Diversity teachers and Learner Diversity assistants.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,921,773
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$510,366
Fees and Private Income ⁴	\$515,632
Interest Subsidy Grants	\$13,699
Other Capital Income ⁵	\$711
Total Income	\$2,962,184

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$21,341
Salaries and Related Expenses ⁷	\$2,115,379
Non-Salary Expenses ⁸	\$774,526
Total Expenditure	\$2,889,906

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT